



Froid Public Schools

Effectiveness Report for 2004-2005

Froid District/School Effectiveness Report 2004-2005

Academic Goals, Data Analysis, & District/School Progress

During the 2002-2003 school year, the Froid School District developed a Five Year Comprehensive Educational Plan to improve student performance. The Comprehensive Five Year Plan included goals, performance indicators, instructional strategies, action plans, and professional development. The performance goals for the Froid School District and schools were developed using an analysis of the district profile and stakeholder dialogues. Stakeholder dialogues included faculty and staff meetings, informal and formal meetings with students and parents, and community contributions. Surveys of parents, students, and staff contributed important information to the development of the district goals. Since the development and implementation of the Five Year Plan in 2003, the Froid District has made a strong commitment to school improvement and implemented a continuous improvement cycle. The school improvement cycle in the Froid District/Schools consists of gathering data each year, performing an in-depth analysis of the data, and using the results of the data analysis to review, revise, and update the goals, strategies, and action plans of the Five Year Plan.

The district and school goals for reading and math at the elementary, middle school, and high school are to increase the percentage of students scoring at the proficient and advanced levels on the state achievement test (ITBS). The goals included a performance indicator which established a baseline target for the 2004-2005 school year of at least 76% of the student's achieving at the proficient and advanced level on the state test at grades 4, 8, and 11 in reading and 73% in math. Additionally, the district and schools set a goal to increase student higher level thinking skills by integrating and up grading technology use in the school and classes.

The district implemented the following strategies to achieve these goals. Each school K-12 implemented an Assistance Program for all students scoring below the proficient level on the state reading and math test. Each school K-12 implemented a Tutoring/Mentoring Program for students who needed additional assistance in reading and math. The math department conducted a detailed analysis of the scope and sequence of the math curriculum in conjunction with the state standards. The Froid school district formed a committee of students, parents, and school staff to update the district technology plan with emphasis on the integration of technology and higher level thinking skills into the curriculum. **Additionally, the District has developed a student portfolio plan during the 2004-2005 school year and has plans for implementation in the fall of 2005.**

Data analysis in the Froid District/Schools is based on formative, summative, qualitative, and quantitative data. The district analyzes the data from each source carefully to provide a balanced approach to future decisions and direction. The most recent quantitative data is the CRT & ITBS student test scores from March/April of 2005. The student test scores indicate that the District achieved their goals for 2004-2005. Student performance on the ITBS test is measured at grades 4, 8, & 11. **Froid students have performed extremely well on this test over the last four years (2001-2004) with 100% of grade 4, 88% of grade 8, and 91% of grade 11 students scoring at the proficient and advanced level on the test in reading.** These reading scores are exceptional and point to an extremely strong reading program in the Froid schools. Ninety two percent of grade 4, 67% of grade 8, and 77% of grade 11 students scored at the proficient and advanced level on the test in math. These averages are well above the state standards for reading and math and indicate that the Froid District students are performing higher than the state standards in reading and math.

Student performance on the CRT test is measured at grades 4, 8, & 10. Froid students initially took the test in the spring of 2004. Results of the CRT test in reading and math show that Froid students scored much higher than the state average in all grades tested. In fact grade 4 students were 100% proficient and advanced on both the reading and math test. Grade 8 students scored 100% on the CRT reading test. **All students tested in grades 4, 8, & 10 scored 92% proficient and advanced in reading and 75% in math.** Due to the low number of students in each grade and confidentiality reasons the actual numbers for each grade will not be reported here. However, the results of the CRT test show that Froid students are performing much above the state average. This conclusion is supported by the ITBS test which produced similar results.

The school/district administration and teachers collect qualitative and summative data on each student through observations, interviews, work samples, and other local assessments. The qualitative and summative data collected on each student is used to develop program goals for that student which may be utilized in the school Assistance and Mentoring programs for students needing additional support. Administration and teachers report the assistance and mentoring programs have increased student success academically and is supported by fact that the number of students performing at the proficient and advanced level on the ITBS test has increased each year since 2003. Given the outstanding scores of Froid students over the previous years, this was an exceptional result. The student quantitative, qualitative and

summative data is all used to measure ongoing progress-diagnose learning and determine any programmatic gaps. This comprehensive student data forms the basis of the formative data on program and curricular effectiveness of the Froid District/Schools. The 2004-2005 formative data indicates that the program, curricular, and teacher effectiveness in the district are performing very well.

The Froid School District and Schools made AYP (Adequate Yearly Progress) in student performance as determined by the OPI (Office of Public Instruction) in 2003 and 2004.

Analysis of the data indicates that the Froid District/Schools have met the goals outlined in their Comprehensive Education Plan (CEP) for the 2004-2005 school year. The district is progressing with plans for the 2005-2006 school year. **In addition, the analysis indicates that the district/school goals and instructional strategies are functioning very effectively in assisting student academic progress. The District/Schools plan to continue with their current goals**, which increase the number of students achieving proficient and advanced on the state achievement (ITBS) test to 79% in reading and 76% in math for the 2005-2006 school. The district plans to update the goal performance indicators to correspond to the CRT test during the 2005-2006 school year.

Professional Development Analysis & District/School Progress

The Froid District/School professional development goals directly support the Five Year Plan goals and instructional strategies with in-service and training for teachers in reading and math strategies to improve student academic progress. The District/School professional development goals are to provide teachers with researched based teaching techniques for meeting individual student needs in reading and math. **The district achieved this goal in math by providing all teachers K-12 with an in-service on “Thinking Strategies for Mastering Math”. This math in-service provided each teacher with strategies to help students with math concepts and problem solving skills. Teachers, students, and parents indicate that results from this in-service seem to have made students feel more comfortable and confident in their math work.** District math test results improved, which would indicate that this training was a success.

The district achieved the professional development goals in reading by providing teachers with an in-service on reading and writing strategies. The in-service provided teachers with sound strategies for teaching reading to the individual student. It also included a component on teaching students to write while enjoying the writing process. Teachers, students, and parents indicate

that student writing has improved and that students seem to be enjoying it. The success of the reading in-service is also supported by improved reading scores on the ITBS and CRT tests.

Additionally, the district provided technology in-service to assist teachers to integrate technology into the classroom to support student learning in all subjects including reading and math. The initial success of the technology in-service is an increase in the use of technology in the classroom as reported by administration, teachers, students, and parents.

The Froid District/School met the goals of their professional development plan for 2004-2005. The success of the Froid District is supported by analysis of qualitative and quantitative data used in the school improvement cycle and described above.

The District analysis of data indicated that professional development in the Froid District/Schools **should continue with research based teaching techniques to support the individual learner, which would include building writing skills K-12, use of technology, an emphasis on phonemic awareness (a leading indicator of reading success), and test-taking strategies.** The district data including test scores indicate that writing skills and phonemic awareness are areas students could use additional emphasis. The planned training and in-service would support teachers in providing phonemic awareness and writing emphasis for students. Additionally, the in-service on the use of technology in the classroom and student test taking strategies will further assist teachers in providing students with the tools to improve their academic progress. The planned professional development goals and strategies for 2005-2006 support the district goals of increasing the percentage of students achieving proficient and advanced on the state achievement test in reading and math.

Curriculum Development Analysis & District/School Progress

The Froid District is on schedule with the curriculum development time line outlined in the District/School Five Year Comprehensive Educational Plan. The district has finished integrating and aligning all subject areas with the state content and performance standards.

The up to date Froid content and performance standards describe what all students are expected to know, understand, and be able to do by the time they graduate. **The Froid**

District/School continuous school improvement cycle plans to implement the new state standards review schedule during the 2005-2006 school year as established by the Board of Public Education.

The excellent test scores achieved by the Froid students on the state achievement test in math and reading are partially the result of the up to date curriculum implemented in the schools and the continuous curriculum improvement cycle.

Additional District/School Information

The Froid School District has many unique and outstanding programs. These programs contribute to the community and Froid District schools. Several of these excellent programs are briefly summarized in this document.

Froid High School is offering students an opportunity to enroll in college classes from Rocky Mountain College on site in Froid. These classes are broadcast through the school ITV lab. Froid is also offering a pilot program through Vision Net enabling students to enroll in classes from the University of North Dakota. These two excellent programs are a tremendous benefit to Froid students who can take classes for dual credit and receive credit in high school and college. This opportunity will allow students to save time and money when they decide to attend college full time. These programs present an excellent opportunity for Froid students and their parents. The Froid District is an outstanding example of how public schools and colleges can form beneficial partnerships.

The Froid schools offer students a number of academic contests in which they can compete. Competition includes the high school and junior high Academic Olympic teams which compete in Glasgow on both written and oral categories. The students take tests in English, math, science and social studies to determine how they rank with other schools in the area. Elementary students can compete in the Geography Bee and Rural Montana Poetry Contest. Math students have an opportunity to enter a yearly math meet in which they test their skills against students from other area schools. The local, county, and state spelling bee offers elementary and middle school students another opportunity to compete in an academic contest. During this school year, the Froid Academic Olympic Team placed first at the Region IV competition.

Froid Schools recognize students for outstanding achievement in a number of ways. Students are given Presidential Academic Excellence Awards, Perfect Attendance Awards, Valedictorian, and Presidential Fitness Awards. In addition to local recognition students can earn state awards in music, Speech and Drama, and athletics. This year the Froid speech team placed second at the State Meet continuing a strong tradition of accomplishments in this arena.

During the 2004-2005 school year Froid students once again excelled in many areas including a Montana state ranking of 15th in the Iowa Basic Tests. This tremendous accomplishment once again demonstrates the commitment of the Froid School community to provide students with an outstanding educational experience.